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ABSTRACT

This guide provides second language teachers at all educational levels with background information about educational psychology to assist them in daily classroom instruction and to provide a framework for viewing teaching and learning situations. The first two chapters are a brief introduction to educational psychology, noting important influences on its development and their relevance to second language instruction. Subsequent chapters look at aspects of educational psychology from an interactionist perspective, focusing on four elements in the teaching/learning situation: the teacher, learner, task, and learning context. Chapters three and four examine what the teacher brings to the teaching/learning situation: teachers' views and perceptions of learning, and what teachers can do to promote and facilitate learning. Chapters five through seven consider what the learner brings to the teaching/learning situation: the learner as an individual, motivation, and how learners deal with the process of learning. Chapter eight looks at the place of the task as the manifestation of teachers' beliefs, and the interface between teacher and learner. Chapter nine then deals with the broader issue of the context in which learning takes place. The final chapter synthesizes these ideas. Contains 357 references. (MSE)

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